

it is hard to determine whether these higher scores in the second test were due to practice or due to some adverse condition in the first test. The parallel forms of the National Intelligence Test and Otis Intelligence Test have been provided with this in view.

TABLE II  
Comparison of First and Second Tests.

Pu'l	Score		Mental Age		I. Q.	
	1st	2nd	1st	2nd	1st	2nd
25	14	23	5	10	87	103
27	18	19	6	2	84	85
31	6	21	5	2	82	101
32	12	9	5	8	81	77
33	9	9	5	5	81	81
36	3	36	5	0	78	119
38	6	12	5	2	76	93

W. J. GIFFORD

## VI

### HOME ECONOMICS NOTES

#### NEW ORLEANS CONFERENCE

The Fifth Annual Conference of State Directors, State Supervisors and Teacher Trainers in Agricultural and Home Economics Education for the Southern States, was called by the Federal Board for Vocational Education to meet at New Orleans January 9, 10, 11 and 12. There were about one hundred persons in attendance. The states comprising the Southern Division, with the Home Economics Supervisor of each, are—

Virginia	Ora Hart Avery
Tennessee	Lena Pierce
North Carolina	Edith Thomas
South Carolina	Lillian Hoffman
Georgia	Epsie Campbell
Florida	Lucy Cushman
Alabama	Ivol Spafford
Mississippi	Guyton Teague
Louisiana	Cleora Helbing
Texas	Jessie Harris
	Assistant—Lillian Peek
Arkansas	Stella Palmer
Oklahoma	Maude Richman

Virginia's delegates were: Mrs. Ora Hart Avery, State Supervisor of Home Economics, Mr. T. D. Eason, State Supervisor of Agriculture, Richmond; Miss Carrie B. Lyford, Head Department of Home Economics, and Mrs. W. K. Blodgett, Department of Agriculture, Hampton; Mr. D. S. Lancaster and Mr. McGill, Department of Agriculture, V. P. I., Blacksburg; and Miss Grace Brinton, Head Department of Home Economics, Normal School, Harrisonburg.

The Home Economics meeting was opened with Miss Anna E. Richardson, Chief of Home Economics Education Service, presiding. After a few introductory remarks Miss Adelaide Baylor, Federal Agent for the Southern region, took the chair and presided during the following program:

#### HOME ECONOMICS SECTION

##### Monday, January 9

Brief responses from supervisors and teacher-training staff on special undertakings for 1921-22.

Commercial Education for Girls, Isabel Bacon. Organization of committees for work during conference.

Committee I—Evening Schools and Classes.

Committee II—Interpretation of Minimum Essentials in Teacher-Training Course of Study.

Committee III—The Vocational Half Day.

Committee IV—Content of Course in Special Methods.

Committee V—Program for Supervised Observation and Teaching.

Committee work.

Joint committee meeting on rural program for agricultural and home economics education.

##### Tuesday, January 10

Reports of sub-committees on negro education.

1. Content of courses in vocational schools.

a. Foods.

b. Clothing.

c. Health and Sanitation.

d. Plant and equipment.

e. Text books and illustrative materials.

f. Use of dormitories in supervised home management.

g. Sources and use of private funds for negro education.

General discussion.

1. Next step in study of negro education.

2. State conferences for teacher-training staff, 1921-22.

Committee work.

##### Wednesday, January 11

Joint session with Agricultural Section.

1. A state program for vocational education for rural schools which includes agriculture, home economics and prevocational work.

a. Program.

b. Finances.

Committee work.

Report of committees.

Committee I—Evening Schools and Classes.

Committee II—Interpretation of Minimum Essentials in a Teacher-Training Course of Study.

General discussion.

##### Thursday, January 12

The Home Making Survey, Anna E. Richardson.

Round table on home economics in part-time schools.

Round table on home projects.



## Report of committees.

Committee III—The Vocational Half Day.

Committee IV—Content of Course in Special Methods.

Committee V—A Program of Supervised Observation and Teaching.

## General discussion.

One of the high spots of the program was the talk by Miss Isabel Bacon on Commercial Education for Girls. Miss Bacon has a most charming personality besides possessing the happy combination of a college and business training. Miss Bacon believes that there are great opportunities in retail stores for women with home economics education and business ability. She believes that the Home Economics teachers should use the retail stores as centers of practical education for students, and advises teaching textiles from the consumers' viewpoint and stressing the marketing of foods.

Another interesting feature of the program was the organization of committees for work during the Conference. This seemed to me a unique method of promoting discussion upon some of the most vital problems which were confronting the Southern region and personally I do not believe I have ever attended a conference that was more helpful. Each committee submitted a written report and these reports will be compiled and issued by the Federal Board in the very near future.

Negro vocational education was discussed Tuesday morning. After an extended consideration of the present course of study it was thought advisable to appoint a committee to determine what could be done toward inducing one of the educational foundations for negroes—the Rosenwald, Jeanes, or Slater—to make a comprehensive study of the needs of negro women in the South. The committee appointed consisted of Miss Carrie B. Lyford, Hampton, Va., Miss Stella Palmer, Arkansas; and Miss Edith Thomas, North Carolina.

The City of New Orleans thru its Association of Commerce extended true Southern hospitality to the Conference, and never was a visiting body more cordially treated. The mayor of the city in a few words made us all feel that we were not only welcome but that we were actually guests of the city, and when a few minutes later the entertainment committee made its report, we came to a full realization of that fact. Tuesday afternoon a trip around the harbor had been planned and Wednesday afternoon a trip around the

city in a sightseeing automobile. The crowning feature came in the form of a dinner Wednesday evening at "Louisians", which is the last word in French cookery. How can one describe real French cookery? The flavor is so subtle and the combinations so ingenious that no American can hope to attain such skill. We began the dinner with an anchovy canape and that was followed by Creole gumbo soup. Next came a most delicious entree in the form of a soufflé featuring New Orleans's famous pompano fish. All the fish family were there, but so subtly were they blended that the effect was one of delight. The main dinner course featured breast of duck with a head lettuce salad served with some kind of skillfully blended vinaigrette sauce. And for dessert we were served with French ice cream, cake and black coffee. Can anyone imagine anything more delightful than that meal topped with a cup of real French drip coffee? At any rate we all left with a very grateful feeling toward the Association of Commerce which had made such a treat possible.

Governor Parker of Louisiana made a most interesting address before a joint conference of the Agricultural and Home Economics sections. He described in detail the plans for the new Agricultural College of Louisiana, and indicated his hearty support of the work being undertaken by these two departments of education. "What you agricultural and home economics people have been doing and are doing," declared Governor Parker, "stands as an eternal monument to the generation. We of the South are more thoroughly American than any other part of the United States. There are fewer foreigners, fewer Bolsheviks among us than anywhere else. With Americanism and vocational training, such as Louisiana proposes to give its children in the greater university, they will have a heritage that no man can take from them."

I cannot finish this brief report of this most interesting meeting without quoting Edward Tinker's vivid description of the charm which makes New Orleans such a delightful convention city:

"Latin taste has moulded the form and decreed the decorations of all the old buildings of the old part of the city. In some of the streets you almost imagine yourself in Seville, Naples, old Paris, or Havana. The



Spanish settlers imposed on the architecture their feeling that a house, like a family, should present to the world, a quiet impassive front, with just a glimpse thru a well balanced archway of a patio filled with fig trees and flowers where the real family life was lived. But the fine hand of our French ancestors is equally apparent. With their greater love of the graceful they have added balconies with wrought iron railings, hand-forged by negro slaves, from wonderful designs, carried in their masters' hearts from their beloved France. The Spanish contributed their love of bright colors, and for a hundred years or more, these houses have been painted in alternating coats of pink, soft green, orange, blue, red, each coat fading soon in the severe sunlight, and being overlaid with some new color, until now due to the continued assaults of the elements, many colors show thru, giving a vividly varied but harmonious tone to the old walls.

"Then there are the market places from whose cool dark depths you can look out into the brilliant sunshine at the Rembrandt-lighted figures of the hucksters in picturesque groups near the curb, semi-silhouetted against the facade of the lovely old houses across the street—the fruit-stalls with the patches of sunlight livening the mingled colors of the fruit—the wagons backed up to the curb loaded with carrots in color an orange-like distilled sunshine, and with tops so fresh and green that you were sure each carrot must have had a separate bath before it was loaded—the haggling housewife, market-basket on arm—the old, negro mammy, who, altho dressed in rags, mumbling along over a bent stick, begging a precarious living of scraps of meat and spoiled vegetables, still continues to wear that badge of slavery, a madras handkerchief of many colors.

"It is one of the saddest things to realize that this bright picturesque spot is beginning to conform, to destroy her old glory, in pursuit of her ambition to become that artistic atrocity—'an up-to-date American city'."

GRACE BRINTON

Another pioneer in the Home Economics movement has gone. Mrs. Mary Johnson Lincoln, aged seventy-seven years, died at her home in Boston following a paralytic stroke. Mrs. Lincoln was the first principal of the Boston Cooking School which was established in 1879. Since then she has been a lec-

turer and writer, acting as culinary editor of the American Kitchen Magazine for ten years.

In writing of Mrs. Lincoln's work the *Journal of Home Economics* quotes the New York Herald as saying: "Mrs. Lincoln did a work of the highest value to the country and did it in the beginning, in the face of serious opposition and ridicule," and the New York Evening Post's comment: "It is doubtful whether any other American writer has won so large or so devoted a public as Mrs. Mary J. Lincoln, author of 'The Boston Cook Book'." The direct influence she exercised through her own writings and lectures must be multiplied many times by the influence of her followers and competitors. Some time ago a well-known publisher was asked what books he would choose for an ideal selling list, if he were given the whole of literature to pick from. The Bible and Mrs. Lincoln's book were the first two on his list."

GRACE BRINTON

#### SUPERVISED OBSERVATION AND PRACTICE TEACHING

#### REPORT OF COMMITTEE TO HOME ECONOMICS CONFERENCE AT NEW ORLEANS

##### I. OBSERVATION. It is recommended:

1. That observation of demonstration lessons in general method or principles of teaching be given as a background previous to Home Economics observation.
2. That units of work should be or principles of teaching should precede Home Economics Methods.
3. That it is advisable that some supervised observation be given parallel to the Home Economic Method Course before practice teaching. The lessons observed should include all phases of Home Economics subject matter.
4. It is recommended that, following practice teaching, observation in nearby high schools should be provided for.

##### II. PRACTICE TEACHING. It is recommended:

1. That the teaching be done in a high school having a 90 minute period for five days per week. That related sciences be given



parallel to the Home Economics courses in this high school. That practice teaching done in a training school on the campus should be supplemented by opportunity for teaching in a public or rural high school.

2. That units of work should be given in consecutive lessons.
3. That supervised teaching should include all phases of Home Economics subject matter.
4. That it is necessary to provide for 100% supervision in order that the class may not be sacrificed for the training of the student teacher.
5. That the head of the Home Economics Department and the supervisors of practice teaching together plan the content of the special method course. That teaching and criticism should be done under the same supervisory teachers, preferably the teachers of special methods. These supervisory teachers should be members of the staff of teacher training and the staff of the school system in which the practice is done.
6. There should be a conference with the student teacher concerning each lesson taught. These conferences should include a discussion of the technique of teaching, namely choice and accuracy of subject matter, questioning, method of presentation, and illustrative material; and the adaptability of the subject matter to the home-making needs of the girls.
7. That the student teachers should be observed by the succeeding teacher who may assist in minor details but who should not assume responsibility for the lesson.
8. That each teacher be required to teach as a minimum 30 successful lessons.
9. That home projects should be encouraged where supervision is possible. Home practice should

be required, in fact, should be considered the test of good teaching of the practice teacher.

10. That the minimum qualifications of the teachers in charge of practice teaching should be the training required by a bachelor degree with major in Home Economics and experience in high school teaching of Home Economics subjects, and some special work in supervision.

NOTE—This report was made to the Fifth Annual Conference of State Directors, State Supervisors and Teacher Trainers in Agricultural and Home Economics Education for Southern States, by a *Committee on Supervised Observation and Practice Teaching*, composed of Blanche E. Shaffer, Chairman, Greensboro, N. C.; Grace Brinton, Harrisonburg, Va.; Alice A. Hastings, Stillwater, Okla.; Joan Hamilton, Denton, Texas; Nellie Crooks, Knoxville, Tenn.

#### HARRISONBURG EXHIBITS

The National Vocational Educational Conference was held at Kansas City January 5, 6 and 7, and while it was not as largely attended as was expected, it was an especially helpful meeting.

One feature that proved of special interest was the exhibit of unpublished work used in the various vocational schools to "carry over" or emphasize certain subject matter.

Harrisonburg was represented by three exhibits—one, illustrative of a problem in health and food; another of good taste in clothing; and the other was unique in showing how a very difficult problem in handling a practice teaching situation could be solved and at the same time serve a very large community which could not otherwise introduce home economics subjects into its curricula.

The first two exhibits were prepared by the Degree Class under the direction of Mrs. Pearl Powers Moody and Miss Edna Gleason. The health project was in the nature of a miniature Piggly-Wiggly Store which was designed to train the children of the lower grades in making a wise selection of food when they are allowed to do the marketing or to choose from a large variety of foods for their own diet. All kinds of fruits and vegetables had been made of modeling clay and decorated until they looked like



tiny carrots, beets, spinach, lettuce, onions, oranges, lemons, etc. These were arranged in baskets on tiny counters and the lower shelves of the store, while a large basket of eggs and a refrigerator of milk and butter stood near the entrance. Very tiny pictures of breakfast cereals, baking powders and canned fruits and vegetables lined the top shelves and made one feel as if he was indeed entering a Tom Thumb grocery store.

It would be impossible for the children to construct and furnish one of these attractive little stores without a keen appreciation of the value of fresh fruits, vegetables, milk and eggs in their own diet.

The problem in Clothing was the outgrowth of the work done in the Costume Design class. Upon a large gray poster was printed this quotation from Ruskin: "Right dress is, therefore, that which is fit for the station in life and the work to be done in it, and which is otherwise graceful, becoming, lasting, healthful and easy; on occasion splendid; always as beautiful as possible." Four other posters sought to illustrate the different phases of this quotation by presenting two figures in relief charmingly dressed in real materials, suitable for the college girl. The first poster presented a young girl in a beautifully tailored coat suit, perfect in line and design, showing the appropriate dress "for the station in life and the work to be done in it". The second poster sought to portray the "graceful and becoming" for the college girl by the use of two little afternoon dresses. One was a fluffy blue taffeta with an attractive white lace collar, while the other presented the clinging black crepe suitable to stouter figures and made distinctive by the use of hand embroidery of henna color.

The third poster—"healthful and easy", was especially interesting with its Peter Pan suit of blue jersey set off by white kid collar and cuffs, and a sport suit with a plaited white skirt and blue jersey coat with a tuxedo collar. The fourth poster "on occasions splendid, always as beautiful as possible", was illustrative of the charm of the college girl in a simple little sunset taffeta evening dress and an attractive black evening wrap covering a delightful blue georgette gown.

Girls who can successfully work out a problem of this nature and produce the artistic results which this class did, will never be

guilty of some of the present day atrocities in dress and make "style" the excuse. No dress reform will ever be far reaching until more women have acquired the artistic background which is necessary to make the simple durable garment which is suitable to all stations of life, graceful and becoming.

Miss Lotta Day, Supervisor of the forty-seven Home Economics practice teachers must each year place them in county schools as well as city schools, since there is no one training school for home economics. To distribute these practice teachers over so many schools in every direction offers a problem whose solution was presented in poster form by a picture of the entire group of two-year seniors who are engaged in practice teaching. The two Fords parked at the side of the Home Economics building were included in this picture which headed the poster. Below was a map of Rockingham County and from Harrisonburg, which was indicated by a picture of the Normal School, radiated roads which led to various small towns, each also indicated by a kodak picture of the school house.

GRACE BRINTON

EDITH BAER, COLLEAGUE, COMPANION,  
CHIEF, FRIEND

With the passing of Edith Baer on November 3rd, home economics lost a staunch advocate and a tireless worker for its interests. As a colleague she was always ready to co-operate at any expense of time and effort; as a companion, always cheerful; as a chief, striving always to promote the best interests of her students, but genuinely considerate of those working with her; as a friend, loyal, helpful, encouraging and loving. Her work was the controlling, compelling interest of her life, and, as a result, former students as well as associates wish to testify to the encouragement and inspiration which they have received from her. Miss Baer was graduated from Drexel Institute in 1904 and began her active career in Northampton, Mass. Later she returned to Drexel Institute as an instructor. After teaching at Drexel Institute several years she began her studies at Teachers College, Columbia University. After one semester's work as a student she was appointed on the staff and continued her studies while teaching. In the spring of 1914 she returned to her friends at Drexel Institute as their chief,



and there her sterling qualities and genuineness, persistent endeavor to accomplish the best, kind considerateness and appreciation of the endeavors of others, marked her as a leader.

In 1918 she entered the stronghold of conservatism, the old College of William and Mary, Williamsburg, Va., to give the first course offered to women there and to establish a department of home economics. This was pioneer work indeed; but after two years, at the call of the University of Pennsylvania, she left a well established department which would serve city, state, and country. One week before the close of summer school she was stricken, while hard at work. She expected then to be able to return at the opening of the fall session. Two months later she had gone. We in the work are left with a larger share of work to do because of her going, but with memories which will spur us to greater effort and will call forth our best.

SARAH M. WILSON

(Editorial from the Feb. 1922 *Journal of Home Economics*.)

## VII

### QUOTATION

#### NATIONAL LEADERSHIP IN EDUCATION

It is not difficult to understand how those unfriendly to public education in America might look with disfavor upon efforts to stimulate and strengthen it by national leadership and assistance, but it is hard to see how President Nicholas Murray Butler, of Columbia University, who has long been one of the inspiring leaders in that field, can assume such an unfortunate attitude.

There seems to be but one possible explanation: Dr. Butler does not fully understand the proposal he attacks. He has made a splendid case against an awe-inspiring straw-man and has delivered admirable Quixotic thrusts at menacing windmills, but his force has been wasted in combating a phantom evil.

A reply to President Nicholas Murray Butler's criticism of the proposed Federal Department of Education by the Public School Association of the City of New York, 8 West 40th Street, Howard W. Nudd, director.

He says, for example:

"It is now proposed to bureaucratize and bring into uniformity the educational system of the whole United States, while making the most solemn assurance that nothing of the kind is intended. The glory and success of education in the United States are due to its freedom, to its unevenness, to its reflection of the needs and ambitions and capacities of local communities, and to its being kept in close and constant touch with the people themselves."

Now, the Towner-Sterling bill, by which this proposed Department, with a Secretary in the Cabinet, is to be created, specifically provides:

"ALL the educational facilities ENCOURAGED by the provisions of this act and ACCEPTED by a State shall be organized, supervised, and administered EXCLUSIVELY by the legally constituted STATE and LOCAL education authorities of said STATE, and the Secretary of Education shall exercise NO AUTHORITY in relation thereto; and this act shall NOT be construed to IMPLY FEDERAL CONTROL of education within the States, nor to impair the FREEDOM of the STATES in the conduct and management of THEIR respective school systems."

It does not require, we believe, even a modicum of that "broader scholarship," resulting from the "renaissance of the classics" for which Dr. Butler pleads, to grasp the limpid meaning of this provision. The States can accept or reject any aid proffered by the Federal Government, but having accepted it they have full control of the expenditures, provided that they are used for the specific things for which the funds are granted.

What are these specific things? They comprise: the removal of illiteracy; Americanization; physical education, including health education and sanitation; the training of public school teachers; and the equalization of educational opportunities in the States. Dr. Butler says, however:

"The major part of any appropriation that may be made will certainly be swallowed up in meeting the cost of doing ill that which should not be done at all."

Does Dr. Butler mean that these things should not be done in a democracy which depends for its very life and progress upon a strong, healthy, and intelligent citizenship, capable of understanding, defending, and